MEMORANDUM

To: **Dr. Holliday**
From: **Karen Dodd, Chief Performance Officer**
Date: **June 20, 2014**
Subject: **Quarterly Note**

OVERVIEW

The status of each goal has remained the same from the March 2014 assessments. The reason there is no change in status is because no significant data was presented at the assessments which would warrant a change in status to the goals. In order to help strategy leads move from a focus on planning and implementation to a focus on progress monitoring they have each been provided a strategy feedback report. This feedback report puts each of the seven components of a continuous improvement system into a category of either strength or opportunity for improvement (OFI). Recommendations are provided for all areas that fall into the OFI category. It is my hope that this change in the assessment process will give strategy leads clearer expectations of what to bring to an assessment as well as how to improve the work of the strategy team to drive data-focused discussions. All strategy leads were instructed to bring data to the September assessments.

Goal leads and plan leads were all present for nearly all of the assessments. Discussions were very productive. A feedback survey on the assessment process has been sent to strategy leads, plan leads and goal leads to ensure the process continues to improve its effectiveness.

LIKELIHOOD TO DELIVER ON GOALS

GOALS	Mar '14	Jun '14	Sept '14	Dec 14
College & Career Readiness	🟢	🟢		
Graduation	🟡	🟡		
Proficiency	🔴	🔴		
Gap Proficiency	🔴	🔴		
3rd Grade Proficiency	🔴	🔴		
Kindergarten Readiness	🟡	🟡		
Teacher Effectiveness	🟢	🟢		
Principal Effectiveness	🟡	🟡		
Arts & Humanities Program Reviews	🟡	🟡		
Writing Program Reviews	🟡	🟡		
Practical Living/ Career Studies Program Reviews	🟡	🟡		

ISSUES AND ACTIONS BEING TAKEN

Career Readiness Pathways (CCR, Grad, Program Reviews)
Data was presented during the assessment to compare enrollment numbers for students who are "exploring" and those who are "preparatory" in 2013 and 2014. Comparison data was also shared for KOSSA, Industry Certifications, WorkKeys Certifications and ASVAB. This data supports that we will likely meet our goal for college and career readiness.

Persistence to Graduation (CCR, Grad, Proficiency)
While this strategy is still believed to be making the largest impact on CCR through senior interventions, focus needs to shift to ensuring students are "on track" well before high school. No data was brought to the assessment to support that this is happening. It was evident that no one has considered how to use the intervention tab to extract data and analyze the data. The strategy lead is not aware if anyone is using the tool. The strategy lead was strongly encouraged to meet regularly with the strategy team and discuss roles and responsibilities around the collection and analysis of data.

Integrated Methods for Learning (Proficiency, Gap, 3rd Grade Proficiency)
It is worth noting that this team seems to be well focused and aligned to the goals that the work is intended to push on. Some data was presented in a report that was prepared for the assessment. While the data does not change the current status of any of the goals, it was evident that the team understands that data needs to be collected and analyzed on an ongoing basis.

Continuous Improvement (Proficiency, Gap)
When the delivery plans were restructured, this strategy was not aligned to any of the goals as making a significant impact. During the assessment it became evident that the scope of the strategy was very unclear to the team. Components of the strategy were discussed in the assessment and it was decided that the strategy lead/team needed additional guidance. Subsequent meetings have occurred and the components of the strategy appear to be solid at this time. It was also determined that this strategy will have a significant impact on closing the achievement gap and proficiency.

Learning Systems (CCR, Grad, Gap, 3rd Grade Proficiency)
It appears that the strategy team has struggled with defining a clear scope for this strategy. While the theory of action has the right intent connections to the goals are not evident. The strategy lead was encouraged to meet regularly with the team and discuss indicators. The associate over this work recognizes the "disconnect" and has begun helping the strategy lead to identify and align the work.